Non- Formal Education

ASSESSMENT & CERTIFICATION MECHANISM

KHYBER PAKHTUNKHWA

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1. BACKGROUND AND INTRODUCTION

1.1 Background

According to Pakistan Social and Living Standards Measurement, PSLM 2019-20, Literacy rate of the province was recorded to be 55% for 10 years and older population. Literacy rate for female was alarmingly low and was reported to be only 36%. At the same time, out of school children (OOSC) of 5-16 years of age in Khyber Pakhtunkhwa is 4.7 million as per PSLM 2019-20. Percentage of girls remained high as compared to boys with around 64% girls of this age not attending schools. Data further reveal that 17% of the OOSC belong to 5-9 years of age, while remaining 83% constitute 10-16 years of age cohort, which is the largest and diverse in nature. Some other data sources reveal that majority of the 10-16 years old OOSC have become overage and chances of their return to school system are very limited. Therefore, they need an alternate learning system that offers accelerated and flexible learning approaches to enable them complete primary and middle education cycle in a fast-track manner and join the formal schooling for continuing their learning. The proposed alternate learning model may offer skill integration for children, illiterate youth and adults, so as they could learn literacy and skills simultaneously and contribute in human capital development.

1.2 Introduction to Basic Education and Adult Literacy Programs:

Non-Formal Education, NFE aims to offer the following learning programs for out-of-school children and youth/ adult illiterates:

Non-Formal Basic Education, NFBE/ Alternate Learning Pathway, ALP programs:

Program 1 (30 months' primary level NFBE/ ALP):

The Primary level NFBE/ ALP curriculum is divided into three packages that suits to the needs of a diverse group of learners whole belong to 9-14 years of age (particularly those who cannot study in formal schools owing to their overage status). Package A is for the classes of Pre-I & Grade-I, Package-B is for Grade-II & III and Package-C is for Grade IV & V. For Package A & B, the internal assessment (promotional) is carried out by the teachers after eight (08) months cycle, while for package C (grade 4 and 5) the terminal Examination is conducted by District Education authorities under technical guidance of the DCTE in respective districts using learning standards of Accelerated Learning Program, Primary, ALP-P curriculum.

Program 2 (18 months NFBE/ ALP – Middle and Middle-Tech):

The ALP Middle and Middle-Tech is divided into two packages (Package D and Package E)

that suits to the needs of a diverse group of learners whole belong to 12-16 years of age (particularly those who have primary level completion certificate or equivalent competence and cannot study in formal schools owing to their overage status or unavailability of schools). Package D is for the classes 6 and 7, and Package E is for Grade 8. For Package D, the formative assessment will be conducted by the teachers' using tests developed by the DCTE after 10 months' cycle, while for package E (grade 8 level) the summative/ terminal assessment is conducted by District education authorities and DCTE as appropriate using the approved ALP Middle and Middle-Tech curriculum. At the same time, for ALP Middle-Tech, the skill courses will be assessed by the Technical Educational and Vocational Training, TVET and the certificate will be awarded by the DCTE.

Adult Literacy Programs:

Program 1 (Adult Literacy):

Similarly, the adult literacy program provides opportunity for youth and adult low literates to learn literacy, numeracy, and life skills as well as rudimentary rapid course on income saving and income generation which is also termed as pre-vocational course that enables learners not only learn basic skills to save and generate income but also qualifies them for advanced vocational programs that are generally offered in certified vocational institutions. The assessment of literacy, life and income generation skills helps to gauge the learning levels of the learners and provide completion certificates that are used for recognition of the knowledge and skills and qualify for advanced education and vocational training for continuing education phenomenon and life-long learning. Mid-term assessment is conducted locally after three (03) months, while final assessment is conducted after six (06) months as a terminal assessment.

Program 2 (Integrated Literacy & Skill Program):

This program will offer trade specific skills and literacy competencies concurrently in six months' cycle followed by an assessment and certificate that will allow continuing skills in any TEVT institution or income generation activities. Mid-term assessment is conducted locally after three (03) months, while final assessment is conducted after six (06) months as terminal assessment.

2. OBJECTIVES

2.1 General Objectives

To develop a mechanism of assessment and certification for NFBE/ ALP and Adult Literacy programs/ courses to help establish quality assurance, enhancement, and recognition of NFE programmes in Khyber Pakhtunkhwa.

2.2 Specific Objectives:

The assessment & certification mechanism for NFE in Khyber Pakhtunkhwa aims at following specific objectives:

1. To strengthen institutional capacity of the NFE assessment & certification in DCTE and Elementary and Secondary Education Department to be able to provide assessment services to NFE providers as part of improving quality of the delivery of NFE in Khyber Pakhtunkhwa
2. To create meaningful and productive linkages and enhance coordination among organizations and educational facilities mandated to carry out assessment related activities under NFE in Khyber Pakhtunkhwa.
3. To establish a culture of formative assessments in NFBE/ ALP and adult literacy in Khyber Pakhtunkhwa to make sure that formative assessments are designed, conducted, analyzed and reported for diagnosing learning levels and using the same to make instructional and promotional decisions and improve the quality of teaching & learning.
4. To design, conduct and use both formative and summative assessments for certification and recognition of learning
5. To ensure recognition of learning and certification are used for horizontal linkages for learning continuity; promote transfer/ mainstreaming of learners of NFBE/ literacy programs to other formal and non-formal schools in both public and private sectors during and after the courses/ programs
6. To design and carry out summative assessments of learners of all NFBE and adult literacy programs against the pre-set learning standards to recognize their learning competence and award valid completion certificates for vertical linkages to promote continuing education and training
7. To continuously improve the assessment & certification system to keep abreast with developments in assessment at national and international levels and prepare learners of NFBE/ ALP and adult literacy programs to participate in competitive national and international testing
8. To continuously improve the curricula, textbooks, processes, tools and instructions for

overall quality delivery of NFBE and adult literacy programs by using assessment findings

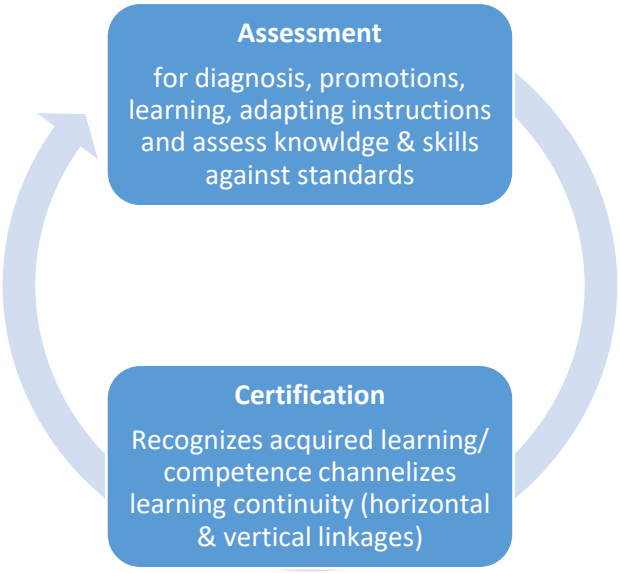
9. To strengthen schools where assessments are conducted so as they could facilitate assessments of NFE programs/ courses

3. CONCEPTUAL MAP OF THE NFE ASSESSMENT & CERTIFICATION SYSTEM (VARIOUS CONCEPTS/ MODELS)

The concept map of the Khyber Pakhtunkhwa NFE assessment & certification system is described in following three diagrams:

3.1 Basic Model

Concept 1: Basic Model



Assessment types/ methods in Khyber Pakhtunkhwa include:

Formative Assessment (Diagnosis / entry and exit): This assessment is conducted by the teachers' using tools designed by DCTE and the results are used to place children in right grades/ packages. At the same time, exit level assessments are also conducted by teachers purposefully for those who intend to transfer to other schools/ centers during the course.

Formative Assessment (Mid-Term/ Promotional). This assessment is conducted by the teacher using tools designed by DCTE and are used to promote learners to vertical packages/ grades, such as from Package A to B, and B to C (grade 1 to 2, and so on). Such assessments may also be conducted during the package on need basis.

Formative (Classroom Based): This assessment is conducted by the teachers on routine basis and the teachers use results of such assessments in adapting instructions and managing classroom-based teaching & learning processes. It is apprised that such assessments are not recorded, hence are not reported and used formally.

Examination (External/ Terminal Assessment): This assessment is conducted by the focal schools assigned with the responsibility of assessment in KP. It is apprised that the assessment

of NFBE/ ALPs will be conducted by the same system being followed in the formal education with active involvement of district level literacy/ ALP officers/ managers using tests/ tools designed by the DCTE.

3.2 Descriptive Model

Concept 2: Descriptive Model

Assessment (Formative)	•Diagnostic (for placement/ entry & exit, etc.) •Teacher led assessment (classroom based to adapt instructions) •Mid-Term/ Promotional grade specific for vertical promotion
Assessment (Summative)	•Summative/ external assessment for terminal grades/ packages in public sector formal schools selected for assessments •Grade 5/ Package C in ALP-P •Grade 8/ Package D in ALP-Middle and Middle-Tech •Upon completion of Adult/ Ingerated Literacy Programs
Certification (Recognition of learning and horizontal/ vertical linkages)	•To be awarded on completion of any learning program through summative / external assessments for vertical linkages/ continuity fo learning •To be awarded for horizontal linkages/ transfer to other schools/ mainstreaming during the course/ learning program

3.3 Functional Model

Concept 3: Functional Model (functional aspect of NFE Assessment & Certification system)

Technical	•**Inputs:** Curriculum (learning standards/ competence, learning materials/ textbooks) •**Outputs:** Test items, piloting, approval, tests and item bank. Marking, results preparation and use of results preparation and Certification.
Operational / Administrative	•Institutional arrangements •Coordination with relevant organizations •coordination with formal schools selected for assessments •Capacity building/ training of relevant staff •Conduction/ administration, marking, results •Use for decision making

Technical Activities:

Technical activities under NFE assessment include development of test items, piloting of the same, approval/ finalization of test items, construction of tests/ question papers for various ALPs and Packages, and recording everything in item bank of test items, which is preferably a software. Marking, results preparation and use of results in decision making are also included the technical activities, though these have a close relationship with operational activities. NFE assessment & certification is responsible to carry out these activities in close collaboration with DCTE mandated with assessment conduction and complete technical aspects of the assessment in education in Khyber Pakhtunkhwa.

NFE assessment mechanism DCTE will use curriculum and materials/ textbooks of all NFBE/ ALP programs to develop the test items, pilot them and approve eventually, before entering in a software that allows to store and analyze items and use them in designing tools. The said software will also be used to record assessment data and produce assessment results/ reports, which will be used for policy intervention.

Operational/ Administrative Activities:

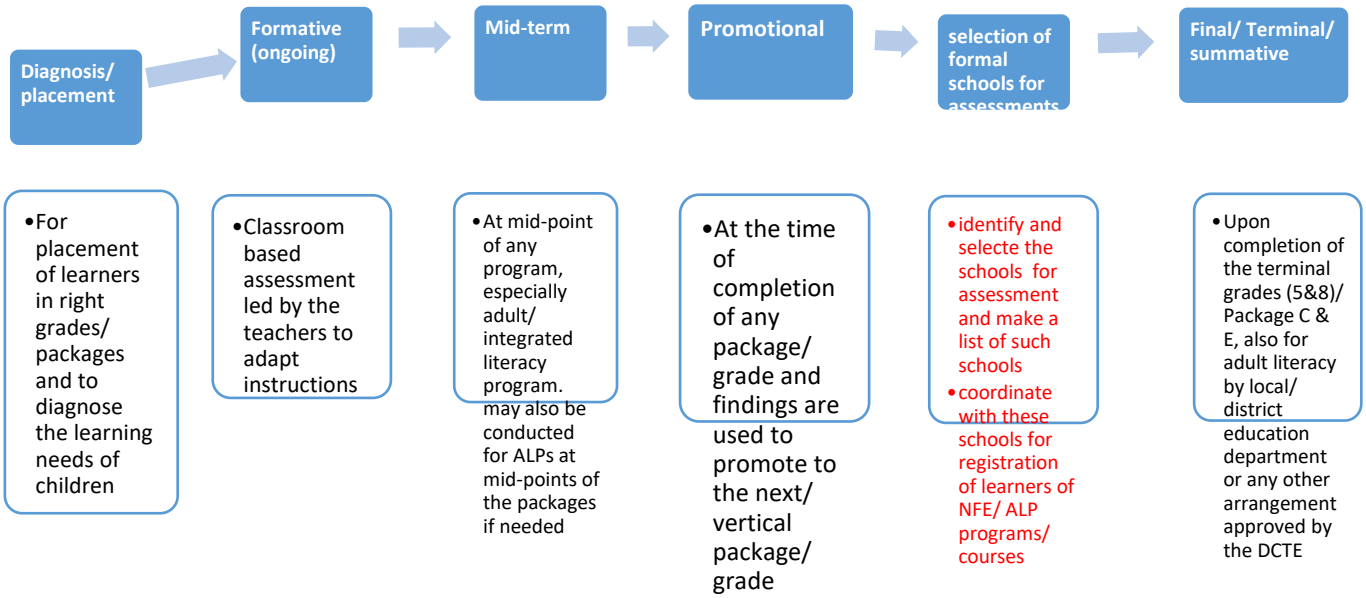
Operational activities include conduction of the formative and summative assessments. Keeping in view the assessment type/ method and those responsible to conduct the same, DCTE will issue necessary notification assigning tasks to all those concerned. Responsibilities like printing of tests/ question papers or logistics such as distributing these tests to NFBE will be done with confidentiality and that responsible team members will perform all functions to make the assessment happen, mark the tests and enter results preferably in software for analysis report generation. It is important to note that selection of public sector schools selected for assessments will be identified and a list of such schools will be completed and shared with all the NFE providers so as they could coordinate with these schools to get their learners registered using NFEMIS, and take part in assessments designed for NFE/ALP programs/ courses. In additional the NFE providers will ensure that marking, result preparation and certification tasks are completed as prescribed.

4. NFE ASSESSMENT AND CERTIFICATION SYSTEM FRAMEWORK

The Curriculum of Non-Formal Basic Education is in three packages. The mechanism for certification is proposed as under:

4.0 Overview (Types, Frequency, Conductor)

Assessment (types, frequency, conductor)



Diagnosis/ placement	Formative (ongoing)	Mid-term	Promotional	Selection of formal schools for assessment	Final/ Terminal/ summative
For placement of learners in right grades/ packages and to diagnose the learning needs of children	Classroom based assessment led by the teachers to adapt instructions	At mid-point of any program, especially adult/ integrated literacy program. may also be conducted for ALPs at mid-points of the packages if needed	At the time of completion of any grade and findings are used to promote to the next/ vertical grade	• Identify and select the schools for assessment and make a list of such schools • Coordinate with these schools for registration of learners of NFE/ ALP programs/ courses using NFEMIS	Upon completion of the terminal grades (5 & 8)/ Package C & E, by local/ district education authorities or any other arrangement approved by the DCTE. The same is conducted for adult/ integrated literacy programs.

Details of assessment are given under for each NFBE/ ALP and adult literacy program:

4.1 Mechanism For Program 1 (NFBE/ ALP Primary) 30 months cycle:

Packages/ Grades	Equivalence Level with Formal System	Course Duration	Assessment/Examination (types, frequency, conductor)	Certification
Package A	For Pre-I & Grade 1	8 months	Diagnostic assessment for placement and diagnose learning needs of learners using DCTE prescribed/ approved tools. Formative assessment completion of Package A by the teacher using prescribed items developed by DCTE.	Certificate upon completion of Package A.
Package B	For Grade II & III	8 months	Diagnostic/ formative assessment to diagnose learning needs of learners using DCTE prescribed/ approved tools. Promotional assessment at the time of completion of Package B by the teacher using prescribed items by DCTE. Mid-term assessment before completion of Package B (mid-point) if needed using DCTE prescribed/ approved tools.	Certificate upon completion of Package B; equivalent to grade 3 and the learner is eligible to be promoted to Package C/ grade 4.
Package C	For Grade IV & V	14 months	Diagnostic/ formative assessment to diagnose learning needs of learners using DCTE prescribed/ approved tools. Mid-term assessment before completion of Package C (mid-point) if needed using DCTE prescribed/ approved tools. Terminal assessment (examination) by the District Education officers/ Department	Primary Certificate; equivalent to grade 5 and the candidate is eligible to apply for admission in grade 6.

			on completion of Package-C/ grade 5 equivalent using ALP curriculum and DCTE designed test/ tools. (Use records of internal assessment as part of the summative assessment).	

4.2 Mechanism for Program 2 (NFBE/ ALP Middle & Middle-Tech) 18 months cycle:

Packages/ Grades	Equivalence Level with Formal System	Course Duration	Assessment/Examination (types, frequency, conductor)	Certification
Package D	For Grade 6 & 7	10 months	Diagnostic assessment for placement and diagnose learning needs of learners using DCTE prescribed/ approved tools. Internal assessment completion of Package D by the local teacher using DCTE prescribed/ approved tools. Mid-term assessment before completion of Package D (mid-point) if needed using DCTE prescribed/ approved tools.	Certificate upon completion of Package D.
Package E	For Grade 8	8 months	Diagnostic/ formative assessment to diagnose learning needs of learners using DCTE prescribed/ approved tools. Mid-term assessment before completion of Package E (mid-point) if needed using DCTE prescribed/ approved tools. Summative/ terminal assessment (examination) by the District Education offices and DCTE on completion of Package E/ grade 8 equivalent	Certificate equivalent to grade 8 and the candidate is eligible to apply for admission in grade 9.

			using ALP curriculum designed test. (Use records of formative assessment as part of the terminal assessment).	
			Assessment of any selected vocational course/ program will be conducted by the TEVT.	TEVT authority will award list, which will be eventually integrated with complete certificate of the ALP (Middle-Tech) by the DCTE.

4.3 Mechanism for Program 3 (Adult Literacy / Skill Programs)

The basic literacy and numeracy assessment will award a literacy certificate equivalent to Grade-III, while assessment of life & income generating skills and trade specific pre-vocational skills will award additional competencies and enable the learners to join vocational training programs being offered in any Technical Educational and Vocational Training, TVET institution for advanced training. The mechanism for certification is as under:

Programs	Equivalence with Formal/ TEVT	Course Duration	Assessment (Type/ Method, frequency and Conductor)	Certification
Basic literacy & numeracy	Grade III	3 months	Mid-term internal assessment will be done by teachers (one and half month after the program started), while final assessment will take place by the District Education authorities/ DCTE.	Literacy Certificate upon completion of 3-months literacy & numeracy course.
Literacy/ numeracy and Life skills & income generation/ saving skills	Equivalent with pre-vocational education/ training offered by the TEVT	6 months	Mid-term internal assessment will be done during the program by the local teachers. Final assessment will be conducted by the district education/ examination committee and	Literacy Certificate upon completion of 6 months literacy and numeracy courses.

			DCTE at the end of the program duration.	
Integrated Literacy & Skill Program	Grade III and trade specific equivalent competence	6 months	Mid-term internal assessment will be done during the program by the local teachers. Final assessment will be conducted by the district education/ examination committee and DCTE at the end of the program duration. Provincial TEVTA/ trade testing board will support in conducting assessment of the trade specific course/ competencies and be a certificate issuing authority.	Certificate by concerned district education / examination committee and DCTE. The certificate will include assessment of the skill course, which will be technically and administratively supported by the TEVTA/ trade testing authority.

5. IMPLEMENTATION MECHANISM

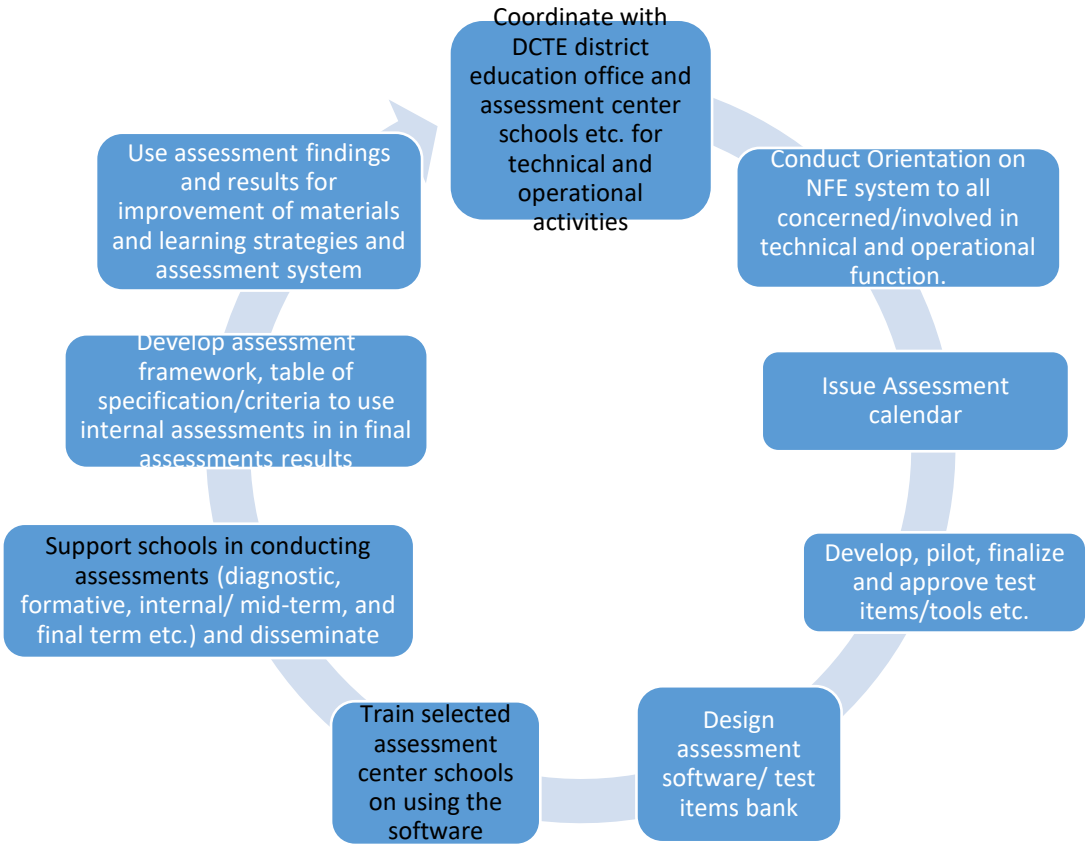
Implementation mechanism describes steps, process, and resource requirement to implement the assessment and certification system for Non-Formal Education/ ALP in Khyber Pakhtunkhwa:

DCTE will:

1. Coordinate with provincial/ district education office, TEVTA etc. for technical and operational/ administrative activities; to get services of experts and develop a list of public sector formal schools where assessments of primary and middle cycles are conducted. These lists will be provided to NFE/ ALP providers so as they could connect with their neighboring schools for terminal assessments.
2. Conduct orientation on NFE system to all concerned / involved in technical and operational functions including formal schools selected for assessments
3. Issue Assessment calendar in close coordination with district education office and the schools selected for assessment/ assessment centers
4. Develop, pilot, finalize and approve test items/ tools etc.
5. Design assessment software/ bank of test items.
6. Make sure that the said software is available for assessment centers/ formal schools and selected teachers are adequately trained on using the test items/ papers and conduct the assessments of NFE/ ALPs. Also ensure that software generates auto-certificates and the

same are issued officially for learning continuity

7. Support selected schools in conducting assessments (diagnostic, formative, internal/ mid-term, and final term/ terminal etc.) and disseminate the results
8. Develop assessment framework, table of specification/ criteria to use internal assessments in final assessment results
9. Use assessment findings and results for improvement of materials and learning strategies and assessment system



Assessment cycle to describe implementation mechanism.

Details of the key features of the Assessment and Examination system of the Non-Formal Education is given below:

1. Strengthen "NFE Assessment & Certification Unit" of the Elementary and Secondary Education Foundation (ESEF) and PIU-ALP to carry out technical work and facilitate operational activities by initiating internal work and coordinating with relevant organizations such as DCTE, District education office or ant examination committees formed for this purpose, assessment center schools assigned to conduct assessment for primary and middle cycles, and other relevant actors.
    a. Coordinate with DCTE regarding test items, piloting the same and design tests/ tools for formative, internal and external/ terminal assessments
    b. Coordinate with Directorate of Elementary and Secondary Education KP to seek cooperation of the district education office / to identify and selected schools as assessment center and include NFBE/ ALP related assessments in

ongoing assessments and certification as described in the said assessment & certification system and conduct the same accordingly.

2. Orientation on NFE assessment & certification system to DCTE, District education office, ESEF and other providers and teachers of assessment center schools and NFE/ ALP teachers. Also include assessment mechanism in training manual/ module used for teachers' trainings.
3. Design and issue notifications about dates of assessment calendar for all NFBE/ ALP and adult literacy programs, which will be done in close cooperation of the E&SE Directorate , District education office, ESEF, PIU-ALP and other stakeholders.
4. Carrying out technical work (learning standards as defined in the curricula of ALP-P and ALP-middle-tech), develop item bank for both internal and external/ terminal stage assessment, defining assessment methods for formative and summative assessment/examination, and related rules/ procedures and methods), jointly with DCTE and TVET etc.
5. Consider global, innovative and 21st century assessment practices in designing test items/ tests.
6. Develop assessment tools for diagnostic, internal/ mid-term / promotional and terminal/ final assessments as well as define assessment frequency and methods that are suitable in selected areas (NFBE/ ALP and adult literacy centers). Pilot the said tools and improve accordingly based on the pilot findings jointly with DCTE etc.
7. Design and use software as "bank of for test items" and use for all purposes including test items, design tools, record results, analyze the same and use for improving the system.
8. Conduct diagnostic, internal/ mid-term and external/ final assessments jointly with relevant actors
9. Enter/ update assessment data in software, analyze the same and conclude findings to produce recommendations for improvement and other uses including disseminating the findings
10. NFEMIS will be linked to the NFE assessment software and the registration of learners will be managed by linking NFEMIS and assessment software
11. Build professional capacity of NFE/ ALP teachers jointly with NFE providers on conducting placement tests, internal/ and promotional assessments including using the software, test papers, conduct assessment, mark papers and prepare results as well as use the same for academic improvement at NFE/ ALP center level.
12. Build professional capacity of selected assessment center schools on using the NFE assessment software for NFE/ ALP program/ course assessment, marking and preparing the results.
13. Make sure that NFE assessment software is sued for auto-certification or similar arrangements for certification of NFE/ ALP programs/ courses
14. Define criteria/ rules to include internal assessment results in final (external/ terminal) assessment as per agreed weightage and sample monitoring of the examination process as well as marking procedures and use of the assessment findings to improve curricula, materials and teaching & learning strategies.
15. Utilize assessment (formative, and summative) findings in improving curricula, materials/ textbooks, teaching & learning methodology/ strategies and assessment system itself.

6. KEY FEATURES OF THE ASSESSMENT AND CERTIFICATION SYSTEM

The Assessment and Certification system for NFE programs is a combination of both formative and summative assessments that inherit blend of the formative and summative assessments, which will be conducted by the teachers, provincial and district education office/ examination committees, ESEF, PIU-ALP and NFE providers and DCTE. This combination is most suitable form of examination to ensure maximum validity and reliability. Processes and responsibilities of various actors/ organizations in conducting assessments are given below for different NFE programs:

6.1 NFBE/ ALP Primary (30 months) Program

Assessment type	**Assessment levels**	**Stages of Assessment and Examination and Responsibility Analysis**						
		Test items/ tests/ software	Trainings/ Logistics	Administration/ conduction	Marking	results preparation	Dissemination of results	Utilization of results
Internal (Mid-term/ promotional)	Package A (Pre-I & Grade 1)	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
	Package B (2 & 3)	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
	Package C (grade 4)	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
External/ Terminal	Package C (grade 5)	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Provincial/ District education office/ Assessment center schools, and DCTE	Provincial/ District education office/ Assessment center schools, and DCTE	Provincial/ District education office/ Assessment center schools, and DCTE	ESEF, PIU & DCTE District education Authorities and DCTE, providers	DCTE, ESEF, PIU, DPD & District education Authorities providers

6.2 NFBE/ ALP Middle & Middle-Tech (18 months) Program

Assessment type	**Assessment levels**	**Stages of Assessment and Examination and Responsibility Analysis**						
		Test items/ tests/ software	Trainings/ Logistics, policy decisions	Administration/ conduction	Marking	Analysis/ results preparation	Dissemination of results	Utilization of results
Internal (Mid-term/ promotional)	Package D (Grade 6)	DCTE, other partners	DCTE, DPD, ESEF, & other	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers

			NFE providers					
	Package D (Grade 7)	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
External/ Terminal	Package E (grade 8)	DCTE, TVET other partners	DCTE, TVET, DPD, ESEF, & other NFE providers	Provincial/ District education office, assessment center schools, TVET and DCTE	Provincial/ District education office, assessment center schools, TVET and DCTE	Provincial/ District education office, assessment center schools, TVET and DCTE	ESEF, PIU & DCTE District education Authorities, TVET and DCTE, providers	DCTE, ESEF, PIU, DPD & District education Authorities, TVET providers

6.3 Adult Literacy & Skill Programs.

Assessment type	Assessment levels	Stages of Assessment and Examination and Responsibility Analysis						
		Test items/ construction	Trainings/ Logistics	Administration/ conduction	Marking	Analysis/ results preparation	Dissemination of results	Utilization of results
Internal (Mid-term)	Literacy & numeracy	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
	Life and income saving/ generation skills	DCTE, other partners	DCTE, DPD, ESEF, & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
	Integrated literacy & skill	DCTE, other partners	DCTE, DPD, ESEF, TVET & other NFE providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers	Teachers, and Providers
External (End-term)	Literacy & numeracy	DCTE, TVET other partners	DCTE, TVET, DPD, ESEF, & other NFE providers	Provincial/ District education office, assessment center schools, TVET and DCTE	Provincial/ District education office, assessment center schools, TVET and DCTE	Provincial/ District education office, assessment center schools, TVET and DCTE	ESEF, PIU & DCTE Provincial/ District education office, assessment center schools, TVET and DCTE, providers	DCTE, ESEF, PIU, DPD & Provincial/ District education office, TVET providers
	Life and income saving/ generation skills	DCTE, TVET other partners	DCTE, TVET, DPD, ESEF, & other NFE providers	Provincial/ District education office, assessment center schools, TVET and DCTE	Provincial/ District education office, assessment center schools, TVET and DCTE	Provincial/ District education office, assessment center schools, TVET and DCTE	ESEF, PIU & DCTE Provincial/ District education office, assessment center schools, TVET and DCTE, providers	DCTE, ESEF, PIU, DPD & Provincial/ District education office, TVET providers
	Integrated literacy & skill	DCTE, TVET other partners	DCTE, TVET, DPD, ESEF, & other NFE	Provincial/ District education office, assessment center schools,	Provincial/ District education office, assessment center	Provincial/ District education office, assessment center	ESEF, PIU & DCTE District education Authorities, TVET and	DCTE, ESEF, PIU, DPD & Provincial/ District

			providers	TVET and DCTE	schools, TVET and DCTE	schools, TVET and DCTE	DCTE, providers	education office, TVET providers

7. CERTIFICATION MECHANISM

Administrative arrangements for certification are explained below:

- ALP – Primary
- ALP (Middle-Tech)
- Adult literacy & skill

Package/ Grades	Situations	Assessment type	Certification process
ALP-Primary			
Package A [Pre-I & I]	Before admission	Entry for placement	No certificate
	From Pre-I to grade 1	Exit (Need based for learners requesting certificate)	Certificate awarded after terminal assessment on the request of the parent/ learner, and is referred/ countersigned by the teacher and finally approved by the field officer.
	Completion of grade Package A/ grade 1	Mid-term/ Internal (promotional)	Certificate is awarded only when is requested
Package B (Grades 2 & 3)	During the Package B	Exit (Need based for learners requesting certificate)	Certificate awarded after terminal assessment on the request of the parent/ learner, and is referred/ prepared by the teacher and counter signed by the relevant concerned officer.
	Upon completion of Package B	Mid-term/ Internal (promotional)	Certificate is awarded only when is requested
Package C (grade 4)	During grade Package C / grade 4	Exit (Need based for learners requesting certificate)	Certificate awarded after terminal assessment on the request of the parent/ learner, and is referred/ countersigned by the teacher and approved by the by the relevant concerned officer.
	Completion of grade-4	Mid-term/ Internal (promotional)	Certificate is awarded only when is requested
Package C (grade 5)		Exit (Need based for learners requesting certificate)	Certificate awarded after terminal assessment on the request of the parent/ learner, and is referred/ countersigned by the teacher and finally approved by the field officer.
	Completion of grade-5	Summative (Terminal examination will be conducted on the completion of course.	Certificates to be issued by the district education authorities to the successful candidates.

ALP-Middle & Middle-Tech			
Package D [grades 6 & 7]	Before admission	Entry for placement	No certificate
	During Package D (From grade 6 to grade 7)	Exit (Need based for learners requesting certificate)	Certificate awarded after terminal assessment prepared by the teacher and countersigned by the relevant officer concerned.
	Completion of grade Package D/ grade 7	Mid-term/ Internal (promotional)	Certificate is awarded only when is requested, following above specified method.
Package E (grade 8)	During Package E	Summative (Terminal examination will be conducted on the completion of course.	Certificate awarded after terminal assessment prepared by the teacher and countersigned by the relevant officer concerned.
	Completion of Package E (grade-8)	Summative (Terminal examination will be conducted on the completion of course	Certificates to be issued by the provider countersigned by the district education authority.
	Middle-Tech	Assessment for skill course to be conducted by the TEVT authority.	Local TEVT authority will conduct assessment of the skill course and issue award list, which will be included in the terminal certificate to be issued by the DCTE.
Adult-Literacy			
Literacy and life/ income saving program and integrated literacy & skill programs	Literacy & numeracy = grade III Life/ income saving/ generation skills = basic TEVT courses	Mid-term assessment	This assessment will help in assessing the learning achievements of the learners and help in deciding the direction of the literacy program. This will be conducted by the teacher with the support from the provider.
		Final assessment	Certificates to be issued by the providers and counter signed by district education officers/DCTE.
Integrated literacy & skill	Literacy, life-skills and vocational skills of level 0 or 1	Mid-term assessment	This assessment will help in assessing the learning achievements of the learners and help in deciding the direction of the literacy program. This will be conducted by the teacher with the support from the provider.
		Final assessment	Certificates to be issued by the

			provider/DCTE. In case of assessment of skill course, providers will seek support from the TEVT authority and get the assessment conducted and certificate issued.

Note: The signatures of the relevant persons will be auto-inserted in the NFE assessment software so as the system could generate auto-certificates and learners confront less challenges in obtaining the certificates.

CERTIFICATION PROCEDURE:

1. **Initiated by:** Applicant/Provider
2. **Prepared by:** Teacher/Provider
3. **Countersign:** District Education Officers
4. **Certificate Records:** Provider, District Education Officers, DCTE, ESEF, DPD.
5. Certificates for completion of a program will be offered through the NFE assessment software and generated as auto-certification system